ENGLISH LANGUAGE ARTS

MARYLAND COMMON CORE STATE CURRICULUM FRAMEWORK
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Maryland Common Core State Curriculum Framework

❑ *Language*
  Grades 6 through 8

June 2011

MARYLAND STATE DEPARTMENT OF EDUCATION
EDUCATION
Preparing World-Class Students

Maryland Common Core State Curriculum Framework
English Language Arts

In June, 2010, the Maryland State Board of Education adopted the Common Core State Standards. During the summer and fall of 2010, Maryland educators examined the Common Core State Standards and the existing State Curriculum to determine which skills and content matched the Common Core State Standards. Based on this analysis, development of the new curriculum began. These Frameworks are the result of a yearlong effort by Maryland educators to unpack the Common Core State Standards and identify the essential skills and knowledge that a student would need in order to master the grade specific standards. Since the Common Core State Standards did not include Pre-K, Maryland educators created standards and developed the essential skills and knowledge to serve these students. The Frameworks are not intended to convey the order in which the standards should be taught nor the length of time to devote to a unit of study.

Key:
Black print – Common Core State Standards
Red print – The Essential Skills and Knowledge identified by Maryland Educators. These statements are intended to help teachers develop common understandings and valuable insights into what a student must know and be able to do to demonstrate proficiency with the standard.
Purple print – The Common Core State Standard was judged as an excellent match with the existing State Curriculum during the gap analysis, such as SC, 6 (read "State Curriculum, Grade 6)

The Maryland Common Core State Curriculum Frameworks in English Language Arts integrate standards from different strands. Throughout the Maryland Essential Skills and Knowledge, you will see references such as See CCSS 6 SL4 (read "See Common Core State Standards, Grade 6, Speaking & Listening, Standard 4"). The following list shows the abbreviations used when referencing standards from the ELA Common Core State Standards:

RL – Reading Literature   W - Writing
RI – Reading Informational Text   SL – Speaking and Listening
RF – Reading Foundational Skills   L – Language

The Maryland Common Core State Curriculum Frameworks also integrate standards from the Maryland School Library Media Curriculum and the Maryland Technology Literacy Standards. These standards are indicated by the abbreviations MD SLM 6-8 _____ (read "Maryland School Library Media, grades 6-8, Standard, Indicator, Objective") and TL (read "Technology Literacy Standards" followed by Standard, Indicator, Objective).

Standards for Language (L)

Cluster: Conventions of Standard English		
L1 CCR Anchor Standard Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		
Grade 6 students:	Grade 7 students:	Grade 8 students:
L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	**L1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (SC, 7)	**L1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (SC, 8)
L1.a Ensure that pronouns are in the proper case (subjective, objective, possessive). (SC, 6) **Essential Skills and Knowledge** • Apply an understanding of the relationship between the use and form of personal pronouns i.e., 　° subjective pronouns as subjects and predicate nominatives 　° objective pronouns as objects of prepositions, direct, and indirect objects 　° possessive pronouns as adjectives • Analyze professional, peer, and their own writing for correct use of pronoun case. • Demonstrate command of formal English when indicated or appropriate. (See CCSS 6 S/L6.) • Spell correctly. (CCSS 6 L2b)	**L1.a** Explain the function of phrases and clauses in general and their function in specific sentences. **Essential Skills and Knowledge** • Apply an understanding of the formation and the function of phrases and clauses i.e., 　° verb, prepositional, and appositive phrases 　° independent versus dependent (noun, adjective, and adverb) clauses • Describe the use of a phrase or clause in a specific sentence. • Analyze professional, peer, and their own writing for their use of phrases and clauses.	**L1.a** Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. **Essential Skills and Knowledge** • Apply an understanding of the formation and function of verbals and verbal phrases. • Use precise words, relevant descriptive details and sensory language to convey experiences. (See CCSS 8 W3.d.) • Analyze the use of verbals and verbal phrases in professional, peer, and their own writing.
L1.b Use intensive pronouns (e.g., *myself, ourselves*) **Essential Skills and Knowledge** • Apply an understanding of the difference in purpose and function between a reflexive and an intensive pronoun. • Analyze the effect of intensive pronouns on meaning or tone in professional, peer, and their own writing. (See CCSS 6 RL4.) • Demonstrate command of standard English by using intensive pronouns correctly, e.g., himself v. hisself, themselves v. theirselves (See CCSS 6 S/L6.)	**L1.b** Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. **Essential Skills and Knowledge** • Apply an understanding of how clauses create relationships between and among ideas in a sentence. • Apply an understanding of how sentence types create relationships between and among ideas. • Use clauses to clarify the relationships among claims, reason, and evidence. (See CCSS 7 W1.c.) • Use a variety of clauses to convey sequence. (See CCSS 7 W3.c.) • Analyze the use of simple, compound, complex, and compound-complex sentences in professional, peer, and their own writing.	**L1.b** Form and use verbs in the active and passive voice. **Essential Skills and Knowledge** • Apply an understanding of the difference in formation and function of active and passive voice verbs. • Use precise words to capture action when writing. (See CCSS 8 W3.d.) • Use verbs in the active and passive voice to achieve particular effects. (See CCSS 8 L3.a.) • Analyze the effect of active and passive voice verbs in professional, peer, and their own writing.

Standards for Language (L)

Cluster: Conventions of Standard English		
L1 CCR Anchor Standard Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		
Grade 6 students:	Grade 7 students:	Grade 8 students:
L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. cont'd from p. 1	L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. cont'd from p. 1	L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. cont'd from p. 1
L1.c Recognize and correct inappropriate shifts in pronoun number and person.* (SC, 6) **Essential Skills and Knowledge** • Apply an understanding of the relationship of a pronoun to its antecedent. • Use precise language to inform or explain. (See CCSS 6 W2.d.) • Develop and strengthen writing by editing for clarity. (See CCSS 6 W5.) • Analyze the effect of pronouns and their antecedents on meaning in professional, peer, and their own writing.	L1.c Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.* (SC, 7) **Essential Skills and Knowledge** • Apply an understanding of the relationship between the placement of phrases and clauses and clarity of meaning. • Produce clear and coherent writing through revision. (See CCSS 7 W4.) • Analyze the effect of placement of phrases and clauses on meaning in professional, peer, and their own writing. • Strengthen writing by editing to correct misplaced and dangling modifiers. (See CCSS 7 W5.)	L1.c Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. **Essential Skills and Knowledge** • Apply an understanding of the formation and function of verbs in various moods. • Apply an understanding of the relationship between the mood of a verb and the purpose of a sentence. • Use verbs in the conditional and subjunctive mood to achieve particular effects. (See CCSS 8 L3.a.) • Analyze the effect of verb mood on meaning in professional, peer, and their own writing. • Strengthen writing by editing for correct mood of verbs. (See CCSS 8 W5.)
L1.d Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).* (SC, 6) **Essential Skills and Knowledge** • Apply an understanding of how an unclear relationship of a pronoun to its antecedent affects meaning, e.g., more than one possible antecedent, antecedent too far away from what it modifies, antecedent only implied. • Use precise language to inform or explain (See CCSS 6 W2.d.) • Strengthen writing by editing to correct vague pronouns. (See CCSS 6 W5.) • Analyze the effect of precise v. ambiguous pronouns on meaning in professional, peer, and their own writing.		L1.d Recognize and correct inappropriate shifts in verb voice and mood.* **Essential Skills and Knowledge** • Apply an understanding of how an inappropriate use of verb voice and mood affects meaning. (See CCSS 8 L1.b, L1.c.) • Analyze the effect of verb voice and mood on meaning in professional, peer, and their own writing. • Strengthen writing by editing to correct inappropriate shifts in verb voice and mood. (See CCSS 8 W5.)

Standards for Language (L)

Cluster: Conventions of Standard English		
L1 CCR Anchor Standard Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		
Grade 6 students:	Grade 7 students:	Grade 8 students:
L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **cont'd from p. 2**	**L1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	**L1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L1.e Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.* (SC, 6)
 	
Essential Skills and Knowledge
• Apply skills from L1.a-d to analyze the effect on meaning in professional writing, the writing of peers, and their own writing.
   ◦ Revise to develop and strengthen writing (See CCSS 6 W5.)
   ◦ Edit for clarity to develop and strengthen writing (See CCSS 6 W5.)		

Standards for Language (L)

Cluster: Conventions of Standard English		
SL2 CCR Anchor Standard Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		
Grade 6 students:	Grade 7 students:	Grade 8 students:
L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	**L2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (SC, 7)	**L2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (SC, 8)
L2.a Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*	**L2.a** Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old {,} green shirt*).	**L2.a** Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
Essential Skills and Knowledge • Apply an understanding of the choices and functions among punctuation to set off nonrestrictive elements. • Analyze professional, peer, and their own writing to determine the effect of punctuation upon meaning. • Strengthen writing by editing for correct punctuation to set off nonrestrictive/parenthetical elements. (See CCSS 6 W5.)	**Essential Skills and Knowledge** • Apply an understanding of the difference between coordinate adjectives and adjectives in a series. • Apply an understanding of punctuation to produce clear writing. • Analyze professional, peer, and their own writing to determine the effect of punctuation upon meaning. • Strengthen writing by editing for correct punctuation to separate coordinate adjectives. (See CCSS 7 W5.)	**Essential Skills and Knowledge** • Apply an understanding of the choices and functions among punctuation to show a pause. • Determine from context the purpose for a pause or break in speech or writing. • Analyze professional, peer, and their own writing to determine the effect of punctuation upon meaning. • Strengthen writing by editing for correction punctuation to indicate a pause or break. (See CCSS 8 W5.)
L2.b Spell correctly. (SC, 6) **Essential Skills and Knowledge** • Spell correctly grade-appropriate general academic and domain-specific words. (See CCSS 6 L6.) • Use print, digital resources, and internalized knowledge to support correct spelling.	**L2.b** Spell correctly. (SC, 7) **Essential Skills and Knowledge** • Spell correctly grade-appropriate general academic and domain-specific words. (See CCSS 7 L6.) • Use print, digital, and internalized knowledge resources to support correct spelling.	**L2.b** Use an ellipsis to indicate an omission. **Essential Skills and Knowledge** • Apply an understanding of punctuation to show an omission. • Analyze professional, peer, and their own writing to determine the effect of punctuation upon meaning. • Strengthen writing by editing for correct punctuation to indicate an omission. (See CCSS 8 W5.)
		L2.c Spell correctly. (SC, 8) **Essential Skills and Knowledge** • Spell correctly grade-appropriate general academic and domain-specific words. (See CCSS 8 L6.) • Use print, digital, and internalized knowledge resources to support correct spelling.

Standards for Language (L)

Cluster: Knowledge of Language

L3 CCR Anchor Standard
Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Grade 6 students:	Grade 7 students:	Grade 8 students:
L3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	**L3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.	**L3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L3.a Vary sentence patterns for meaning, reader/listener interest, and style.*	**L3.a** Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*	**L3.a** Use verbs in the active and passive voice and in the conditional and subjective mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**

• Apply an understanding of audience and the purpose of speech or writing and their effect upon its meaning.
• Apply understanding of various sentence patterns i.e.,
  ◦ reordering words
  ◦ adjusting length of sentences
  ◦ adding words, phrases or clauses
• Analyze professional, peer, and their own writing or speech to determine the effect various sentence patterns have upon meaning, interest, and style.
• Strengthen writing by revising sentence patterns for interest and style. (See CCSS 6 W5.)
	• Apply an understanding of how inexact or repetitive language affects meaning in speech and writing.
	• Apply an understanding of denotation and connotation and their effect upon meaning in speech or writing.
	• Strengthen speech or writing by revising sentences for precision and conciseness. (See CCSS 7 W5.)
	• Analyze professional, peer, and their own writing or speech to determine the effect of word choice upon meaning.
		• Apply an understanding of voice and mood of verbs to affect the meaning of speech or writing.
		• Strengthen speech or writing by revising to achieve particular effects. (See CCSS 8 W5.)
		• Analyze professional, peer, and their own writing or speech to determine the effect of voice and mood of verbs upon meaning.

L3.b Maintain consistency in style and tone.* **Essential Skills and Knowledge** • Apply an understanding of audience, purpose, and format to determine style and tone. • Establish and maintain a formal style. (CCSS 6 W1.d, W2.d) • Adapt speech to a variety of contexts and tasks. (See CCSS 6 S/L6.) • Use precise word choice to establish and maintain tone. • Strengthen writing by revising sentences for style and tone. (See CCSS 6 W5.)		

Standards for Language (L)

Cluster: Vocabulary Acquisition and Use		
L4 CCR Anchor Standard Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.		
Grade 6 students:	Grade 7 students:	Grade 8 students:
L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 6 reading and content,* choosing flexibly from a range of strategies.	**L4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content,* choosing flexibly from a range of strategies.	**L4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 8 reading and content,* choosing flexibly from a range of strategies. (SC, 8)
L4.a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (SC, 6)	**L4.a** Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (SC, 7)	**L4.a** Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (SC, 8)
Essential Skills and Knowledge • Apply an understanding of the various types of context clues to determine word or phrase meaning. • Apply an understanding of inference and drawing conclusions to determine word or phrase meaning.	Essential Skills and Knowledge • Apply an understanding of the various types of context clues to determine word or phrase meaning. • Apply an understanding of inference and drawing conclusions to determine word or phrase meaning.	Essential Skills and Knowledge • Apply an understanding of the various types of context clues to determine word or phrase meaning. • Apply an understanding of inference and drawing conclusions to determine word or phrase meaning.
L4.b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience, auditory, audible*)	**L4.b** Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent, bellicose, rebel*).	**L4.b** Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *precede, recede, secede*).
Essential Skills and Knowledge • Apply an understanding of basic word parts as clues to word meaning. • Apply an understanding of root word families to determine the meaning of a word.	Essential Skills and Knowledge • Apply an understanding of basic word parts as clues to word meaning. • Apply an understanding of root word families to determine the meaning of a word.	Essential Skills and Knowledge • Apply an understanding of basic word parts as clues to word meaning. • Apply an understanding of root word families to determine the meaning of a word.
L4.c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	**L4.c** Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	**L4.c** Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. (SC, 8)
Essential Skills and Knowledge • Strengthen writing by using reference materials both print and digital to refine word choices. (See CCSS 6 W5.)	Essential Skills and Knowledge • Strengthen writing by using reference materials both print and digital to refine word choices. (See CCSS 7 W5.)	Essential Skills and Knowledge • Strengthen writing by using reference materials both print and digital to refine word choices. (See CCSS 8 W5.)

Standards for Language (L)

Cluster: Vocabulary Acquisition and Use		
L4 CCR Anchor Standard Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.		
Grade 6 students:	Grade 7 students:	Grade 8 students:
L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 6 reading and content,* choosing flexibly from a range of strategies. cont'd from p. 6	**L4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content,* choosing flexibly from a range of strategies. cont'd from p. 6	**L4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 8 reading and content,* choosing flexibly from a range of strategies. cont'd from p. 6
L4.d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). (SC, 6)	**L4.d** Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	**L4.d** Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). (SC, 8)
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• Apply an understanding of the skills in L4 a-c to verify word meaning.	• Apply an understanding of the skills in L4 a-c to verify word meaning.	• Apply an understanding of the skills in L4 a-c to verify word meaning.

Standards for Language (L)

Cluster: Vocabulary Acquisition and Use		
L5 CCR Anchor Standard Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		
Grade 6 students:	Grade 7 students:	Grade 8 students:
L5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (SC, 6)	**L5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	**L5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L5.a Interpret figures of speech (e.g., personification) in context. (SC, 6)	**L5.a** Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.	**L5.a** Interpret figures of speech (e.g., verbal irony, puns) in context.
Essential Skills and Knowledge • Apply knowledge of figurative language including personification to a critical reading of a text. • Use sensory language to convey experiences and events. (See CCSS 6 W3.d.) • Determine the meaning of words and phrases as they are used in a text including figurative language. (See CCSS 6 RL4 and RI4.) • Analyze professional, peer, and their own writing to determine how figurative language contributes to meaning.	*Essential Skills and Knowledge* • Apply knowledge of figurative language including literary, biblical, and mythological allusions to a critical reading of a text. • Use sensory language to capture the action and convey experiences and events. (See CCSS 7 W3.d.) • Determine the meaning of words and phrases as they are used in a text including figurative language. (See CCSS 7 RL4 and RI4.) • Analyze professional, peer, and their own writing to determine how figurative language contributes to meaning.	*Essential Skills and Knowledge* • Apply knowledge of figurative language including verbal irony and puns to a critical reading of a text. • Use sensory language to capture the action and convey experiences and events. (See CCSS 8 W3.d.) • Determine the meaning of words and phrases as they are used in a text including figurative language. (See CCSS 8 RL4 and RI4.) • Analyze professional, peer, and their own writing to determine how figurative language contributes to meaning.
L5.b Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. (SC, 6)	**L5.b** Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.	**L5.b** Use the relationship between particular words to better understand each of the words. (SC, 8)
Essential Skills and Knowledge • Apply an understanding of connections between words including cause/effect, part/whole, and item/category to a critical reading of a text. • Analyze professional, peer, and their own writing to determine how word relationships contribute to meaning.	*Essential Skills and Knowledge* • Apply an understanding of connections between words including synonym/antonym and analogy to a critical reading of a text. • Analyze professional, peer, and their own writing to determine how word relationships contribute to meaning.	*Essential Skills and Knowledge* • Apply an understanding of connections between words to a critical reading of a text. • Analyze professional, peer, and their own writing to determine how word relationships contribute to meaning.
L5.c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy, scrimping, economical, unwasteful, thrifty*). (SC, 6)	**L5.c** Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined, respectful, polite, diplomatic, condescending*).	**L5.c** Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded, willful, firm, persistent, resolute*). (SC, 8)
Essential Skills and Knowledge • Apply an understanding of connotation to judge word choice. • Use precise words to convey experiences and events. (See CCSS 6 W3.d.) • Analyze professional, peer, and their own writing to determine how word choice contributes to meaning.	*Essential Skills and Knowledge* • Apply an understanding of connotation to judge word choice. • Use precise words to capture the action and convey experiences and events. (See CCSS 7 W3.d.) • Analyze professional, peer, and their own writing to determine how word choice contributes to meaning.	*Essential Skills and Knowledge* • Apply an understanding of connotation to judge word choice. • Use precise words to capture the action and convey experiences and events. (See CCSS 8 W3.d.) • Analyze professional, peer, and their own writing to determine how word choice contributes to meaning.

Standards for Language (L)

Cluster: Vocabulary Acquisition and Use
SL6 CCR Anchor Standard Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering an unknown term important to comprehension or expression.

Grade 6 students:	Grade 7 students:	Grade 8 students:
SL6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; garner vocabulary knowledge when considering a word or phrase important to comprehension or expression.	**SL6** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; garner vocabulary knowledge when considering a word or phrase important to comprehension or expression.	**SL6** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; garner vocabulary knowledge when considering a word or phrase important to comprehension or expression. (SC, 8)
Essential Skills and Knowledge • Apply skills identified in CCSS 6 L4a, L4b, L4c, L4d and L5a, L5b, L5c to increase vocabulary and differentiate between word choices to improve writing and speaking.	**Essential Skills and Knowledge** • Apply skills identified in CCSS 7 L4a, L4b, L4c, L4d and L5a, L5b, L5c to increase vocabulary and differentiate between word choices to improve writing and speaking.	**Essential Skills and Knowledge** • Apply skills identified in CCSS 8 L4a, L4b, L4c, L4d and L5a, L5b, L5c to increase vocabulary and differentiate between word choices to improve writing and speaking.